DOCUMENT RESUME

ED 108 498 95 FL 006 966

TITLE	Teacher Training Bibliography: An Annotated Listing of Materials for Bilingual Bicultural Teacher Education.
INSTITUTION	Dissemination Center for Bilingual Bicultural Education, Austin, Tex.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jan 75
NOTE	68p.; For related document, see FL006976
AVAILABLE FROM	Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78712 ($1.50)
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	*Annotated Bibliographies; Biculturalism; *Bilingual Education; Bilingual Students; *Bilingual Teachers; Cultural Awareness; Evaluation Methods; Inservice Teacher Education; Instructional Materials; Language Development; *Resource Materials; Second Language Learning; *Teacher Education; Teaching Methods
IDENTIFIERS	Elementary Secondary Education Act Title VII; ESEA Title VII

ABSTRACT

Seven major categories of training materials comprise this annotated listing: Bilingual Education (general information), Teacher Training, Cultural Awareness, the Student, Language Acquisition and Second Language, Methods and Materials, and Evaluation. These nearly two hundred books and programs were those suggested by directors of classroom and university programs as being of most use for pre-service, in-service and self-directed training for teachers in bilingual and multicultural education. Administrators', teachers' and evaluators' contributions are included for a full view of skills necessary in the field. Numerous cultural groups are taken into consideration, as are a variety of viewpoints on pedagogical, linguistic, evaluative and attitudinal topics. The publishers and their addresses are listed, in addition to author and title indexes. The bibliography is accompanied by the listing "Guide to Teacher Education Programs for Bilingual Bicultural Education in U.S. Colleges and Universities." (Author/AM)

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TEACHER TRAINING BIBLIOGRAPHY:

AN ANNOTATED LISTING OF MATERIALS FOR BILINGUAL BICULTURAL TEACHER EDUCATION

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The Dissemination Center for Bilingual Bicultural Education is a special Title VII ESEA project funded by the U.S. Office of Education through Education Service Center, Region XIII. This publication was developed and printed with funds provided by Title VII of the Elementary and Secondary Education Act of 1965, as amended. Therefore, it is in the public domain and may be reproduced for local use.

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Teacher Training Bibliography:

An Annotated Listing of Materials for Bilingual Bicultural Teacher Education

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DISSEMINATION CENTER FOR
BILINGUAL BICULTURAL EDUCATION

January 1975

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FOREWORD

During the past eight years American educators throughout the United States have witnessed that bilingual bicultural education is indeed slowly but surely coming of age. The inception of Title VII of the Elementary and Secondary Education Act of 1965 as amended brought about an immediate clamor among bilingual educators for culturally and linguistically relevant instructional materials for the classroom and the formulation of a sound philosophical base for the effective implementation of this most important concept in contemporary American education. Such has been the impetus of bilingual bicultural education in the United States that today some thirteen to fourteen states have enacted legislation calling for statewide implementation of programs designed to promote linguistic and intellectual growth, positive self-identity, sustained school enrollment and sound intercultural relations among the various ethnic groups represented in American public school education.

Today, because of the rapid proliferation of bilingual legislation among the various states and the more global nature of recent federal legislation, the quest for meaningful teacher training materials and the implementation of effective bilingual-bicultural teacher education programs are added elements of high priority need in the field of bilingual-bicultural education.

In its effort to provide educators throughout the country with assistance relative to the above needs, the Dissemination Center for Bilingual Bicultural Education has developed the Teacher Training Bibliography: An Annotated Listing of Materials for Bilingual Bicultural Teacher Education and a companion document entitled Guide to Teacher Education Programs for Bilingual Bicultural Education in U.S. Colleges and Universities.

It is hoped that by the time these documents are published, many new or expanded programs will be in progress and that a new listing will be made available during the next program year.

Juan D. Solís, Director
Dissemination Center for
Bilingual Bicultural Education

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INTRODUCTION

This annotated listing of materials of potential use in training teachers and administrators for service in bilingual bicultural education programs has been compiled by the research staff of the Dissemination Center for Bilingual Bicultural Education during 1974. Directors of bilingual bicultural programs operating under Title VII ESEA funds were solicited for the titles they had found most useful in training the teachers on their staffs, as were various educators at institutions of higher learning, other educational agencies and the Texas Information Service at the Education Service Center, Region XIII, in Austin, Texas.

Entries in this annotated bibliography are arranged topically; areas of concern appear as subtopics of broader classifications. Titles within the subtopics appear alphabetically with the author, place and date of publication, number of pages, ED number where applicable, and price. Addresses of the publishers and distributors are found in the Publishers Index. Entries have been numbered for the reader's convenience in using the author and publisher indexes.

Any questions regarding materials listed herein should be directed to the publisher of those materials. Questions regarding inclusions, suggestions for additions as well as for improvement of this listing should be directed to Joanna F. Chambers, Research Librarian of the Dissemination Center. We will be happy to receive your comments on this or any other publication of the Center.

Teacher Training Bibliography:

An Annotated Listing of Materials for Bilingual Bicultural Teacher Education

BILINGUAL EDUCATION

Background Information

1. After Childhood, What Then? An Overview of Ethnic Language Retention Programs in the U.S. Robert L. Muckley. Albany: New York State Education Department, 1972, 17 pp.
   Reprint of article which appeared in Revista/Review Interamericana Vol. II, No. 1, Spring 1972. A brief summary of Elret programs already in existence and an appeal for concerted efforts to increase the programs and materials and to stress Elret. Footnoted with major references.

2. Bilingual Alternatives for Secondary Teachers and Aides. Berkeley: BABEL, 1972, 13 pp.
   Describes the formation of BASTA, a secondary bilingual consortium in the San Francisco Bay Area.

3. Bilingual Education: A Handbook for Educators. Horacio Ulibarrí. Dallas: Southern Methodist University, 1970, 151 pp. Also available from ERIC: ED 038078, $0.93 microfiche, $8.14 papercopy.
   Gives program guidelines, procedures for program initiation, and an annotated bibliography. Stresses cultural, social and psychological concepts in sections on (1) objectives of bilingual education program, (2) program description, (3) teacher role, (4) material, (5) evaluation, (6) counseling, and (7) program initiation and implementation.

4. Bilingual Education in a Binational School. William F. Mackey. Rowley: Newbury House, 1969, $7.95.
   A description of the John F. Kennedy School in Berlin, a school serving a community using two languages, German and English. Describes the objectives and curriculum, the manner of teacher training, and the selection and preparation of materials.

5. Bilingual Education in BIA Schools. Evelyn Bauer. Arlington: ERIC, ED 030089, 1969, 16 pp., $0.93 microfiche, $1.68 papercopy.
   Traces the development of bilingual education in the Bureau of Indian Affairs schools from the 1930's to the present.

6. Bilingual Education of Children: The St. Lambert Experiment. W. E. Lambert and G. R. Tucker. Rowley: Newbury House, 1972, 264 pp., $7.50.
Seven-year study of two classes of Canadian children from kindergarten on in a French-English setting. A detailed research study.

7. A Bilingual Oral Language and Conceptual Development Program for Spanish-Speaking Pre-School Children. Richard C. Benjamin. Arlington: ERIC, ED 030087, 1969, 9 pp., $0.93 microfiche, $1.68 papercopy.
Description of Michigan state migrant program and materials.

8. Bilingual Schooling in the U.S. Theodore Andersson and Mildred Boyer. (Out of print; available in libraries and other professional collections.) 1970, 2 volumes, $6.00.
Planned as a study to serve as a guideline for the planning of bilingual programs. Gives history of bilingual schooling both in the U.S. and some other countries, sample curriculum models, alternative concepts of bilingual schooling, implications for education and society, outlines of needs in action and research, and brief articles on the state of education of various ethnic minorities in the U.S. The bibliography contains 870 annotated entries.

9. Bilingualism in the Southwest. Paul R. Turner, editor. Tucson: University of Arizona Press, 1973, 352 pp., $7.45.
Articles to encourage the interdisciplinary (anthropology, linguistics, sociology, Spanish, education, etc.) exchange of ideas in the study of bilingualism in the Southwest. Part I: Mexican Americans; Part II: American Indians; Part III: Suggestions for Further Research.

10. Challenge to Education: Readings for Analysis of Major Issues. Emanuel Hurwitz and Charles A. Tesconi, Jr., editors. New York: Dodd, Mead and Company, 1972, 576 pp., $5.95 (text edition).
The chapter on "Ethnicity and the Schools" contains articles on ethnic groups *per se* and their education. Includes an article on "Cultural Pluralism: Its Implications for Education."

11. A Concept Paper on Bilingual/Bicultural Education for the Hartford Public Schools. Perry A. Zirkel. West Hartford: University of Hartford, 13 pp.
Overview of Puerto Rican situation in Hartford; comparison of one-way and two-way bilingual programs and staffing patterns.

12. Early Childhood Bilingual Education. Vera John and Vivian M. Horner. New York: Modern Language Association, 1971, 207 pp., $4.00. Available in microfiche from ERIC: ED 047593, $0.93.
Includes program descriptions, teacher recruitment, testing and evaluation procedures, research and models in bilingual education.

13. English Language and Orientation Programs in the U.S. New York: Institute of International Education, 1973, 119 pp., $2.00.
A directory listing English language programs, and orientation programs with English language instruction.

14. First Annual International Multilingual Multicultural Conference: Proceedings. Austin: DCBBE, 1973, 72 pp., $2.00.
Abstracts of over 100 topics discussed at the Conference. Also provides information about the National Association for Bilingual Education. Cassette recordings of 48 presentations (all general sessions and dinner speeches, as well as keynote address and other presentations) are available from Minut-Tape Co., 3640 S. Sepulveda Blvd., Suite 123, West Los Angeles, California 90034. (Complete list available from Minut-Tape.)

15. A Handbook of Bilingual Education. Muriel R. Saville and Rudolph L. Troike. Washington, D.C.: TESOL, 1971, 80 pp., $2.00.
Stresses the need for administrative and pedagogical decisions and procedures in bilingual education to be based on an understanding of linguistic, social, psychological and cultural factors affecting students, and discusses these factors. The section on design gives a step-by-step plan for developing bilingual education programs. "Languages of Instruction" discusses differences to watch for; pedagogical considerations include curriculum and practical teaching suggestions. Various tests and testing hints are discussed.

16. The Language Education of Minority Children. Bernard Spolsky, editor. Rowley: Newbury House, 1972, 218 pp., $5.95.

The aim is to bring together writings on the language education problems of minority children and to provide insights into areas of concern to teachers, administrators and students. Articles are divided into three sections: (1) Multilingualism in the U.S., (2) Bilingualism and Bilingual Education, and (3) Language Education in Practice.

17. National Conference on Education Opportunities for Mexican Americans: Proceedings. Austin: Southwest Educational Development Laboratory, 1968, 130 pp.

Conference held in April, 1968, in Austin sponsored by the SEDL and the U.S. Office of Education. Abstracts of major addresses by Harold Howe II, Armando Rodríguez, John Hughes, James A. Turman, Nolan Estes, and Ralph Yarbrough, as well as descriptions of demonstrations on bilingual education, migrant education, and urban education are included, as are abstracts of various discussion groups.

18. National Conference on Bilingual Education: Proceedings. Austin: DCBBE, 1973, 354 pp., $3.25.

Anthology of 32 symposia presentations; topics include: Teaching Spanish to English Speaking Children; Teaching Spanish Reading to the Spanish Dominant Child; Administration, Supervision and Implementation of a Bilingual School Curriculum; Techniques of Measuring Language Development in Bilingual Programs; Psychological Features Teachers Must Realize in the Bilingual Child; General Descriptions of Bilingual Programs that Meet Students' Needs; The Implications of Early Childhood Education; Two Sides of the Coin for the Navajo Child: Curriculum Development in Terms of Tasks and Individual Criteria Assessment of the Tasks.

19. An Overview of Research on Bilingualism. Marie E. Taylor. Sacramento: California State Department of Education, 1970, 42 pp.

Contents include a definition of bilingualism, types of bilinguals, research related to intelligence of bilinguals vs. monolinguals, bilingualism and biculturalism, levels involved in acquiring bilingual proficiency, research into possible factors related to language learning, phonological problems, prediction of success in language learning, teaching

20. El Plan de Santa Barbara: A Chicano Plan for Higher Education. Santa Barbara: La Causa Publications, 1970, 160 pp., $3.50.
Rationale and methods for establishing Chicano studies curriculum in colleges and universities. Outlines existing programs.

21. Program Content to Meet the Educational Needs of Mexican-Americans. Frank Angel. Arlington: ERIC, 017392, 1968, 21 pp., $0.93 microfiche, $1.68 papercopy.
Gives the five areas in an educational program that are essential if Mexican Americans are to experience a good education: (1) language needs which include ESL in elementary and secondary schools, (2) cognitive development, (3) affective development, (4) inter-group relations, and (5) occupational education at the secondary level.

22. Programs Available for Strengthening the Education of Spanish-Speaking Students. Tanya Suárez Kniefel. Arlington: ERIC, ED 025366, 1968, 41 pp., $0.93 microfiche, $3.53 papercopy.
Includes (1) information about federal funds available for training educational personnel to work in areas with high concentrations of bilingual students, (2) programs available for bilingual students, and (3) programs for research.

23. Promising School Practices for Mexican Americans. George W. Smith and Owen L. Caskey, editors. Austin: Southwest Educational Development Laboratory, 1972, 342 pp.
A compilation of descriptions of bilingual programs written by the staff of each one, and grouped in areas according to approach and focus of programs: Readiness and Orientation Programs, Language Development Programs, Migrant Programs.

24. Research on Bilingualism. Frieda L. Levinsky. Arlington: ERIC, ED 062839, 1972, 74 pp., $0.93 microfiche, $6.76 papercopy.
Reports of research and ideas of several noted linguists. Topics include: goals of bilingual education programs, reasons for becoming bilingual, definition of bilingualism, bilingual dominance and balance, types of bilingualism, bilingual barriers, second language study, two kinds of language learning theories, the effective teacher, and test validity.

25. "Studies in English to Speakers of Other Languages and Standard English to Speakers of a non-Standard Dialect." Rodolfo Jacobson, issue editor. The English Record XXI, 4 (April, 1971), $1.00.
Collection of articles, including: "Predator or Pedagogue?: The Teacher of the Bilingual Child," "Teaching English to Speakers of Other Languages: Problems and Priorties," "ESL: Who Needs It?" and "What Can an English Teacher Do About Non-Standard Dialects?"

26. Teaching the Bilingual: New Methods and Old Traditions. Frank P. Pialorsi, editor. Tucson: University of Arizona Press, 1974, 274 pp., $7.60.
Readings by various authors in three sections: (1) bicultural understanding, (2) theories and experiments in multilingual communication and language learning, and (3) practical application of theories and techniques in actual school programs.

27. Topics on Bilingual-Bicultural Education. Henry W. Pascual. Santa Fe: New Mexico State Department of Education, 1973, 36 pp.
Three prominent Southwestern educators present articles relating to the language, culture, and education of children in bilingual programs: Sabine R. Ulibarrí, "Cultural Heritage of the Southwest"--a plea for the preservation of Spanish; Theodore Andersson, "Bilingual Education: American Experience"--reviews social and legislative experience in bilingual education; Frank Angel, "Social Class or Culture?--A Fundamental Issue in the Education of Culturally Different Students" and "Culture vs. Deficit Factors in Educational Programming for Culturally Different Students."

Bibliographies

28. Bilingual Education, A Selected Bibliography. David M. Altus, compiler. Las Cruces: New Mexico State University, 1970, 222 pp., $2.50.
Part I contains citations and abstracts which have appeared in Research in Education pertaining to bilingualism and bilingual education.

29. Bilingual Education for Spanish-Speaking Children: An Abstract Bibliography. Mima Spencer, compiler. Urbana: Institute for Research on Exceptional Children, 1974, 46 pp., $1.00.
An annotated bibliography of 80 entries of materials written from 1965 through 1971 and available from ERIC. Project sponsored by ERIC Clearinghouse on Early Childhood Education.

30. Bilingualism: A Bibliography. Patrick Babin, Harvard Graduate School of Education. Arlington: ERIC, ED 023097, 1968, 33 pp., $0.93 microfiche, $3.53 papercopy.
412 entries, selected for thoroughness of coverage of topic.

30a. Cartel: Annotated Bibliography of Bilingual Bicultural Materials. Joanna F. Chambers, editor. Austin: DCBBE, $10.00 per year, monthly periodical; $3.70 annual cumulative issue (December), included in subscription. Cumulative Issue--1973 available from ERIC, ED 086429 (RC 007601), 207 pp., $0.93 microfiche, $11.62 papercopy.
A monthly annotated listing of information needed by bilingual, bicultural project personnel for the acquisition of relevant materials for their programs--handbooks, lesson plans, bibliographies, textbooks, papers, evaluation materials, novels, audiovisual materials, children's books, periodicals, etc. Ethnic and national cultures on which materials are presented include those represented by known bilingual programs--Spanish-speaking, Portuguese, American Indian, Chinese, French and Russian, among others. The publishing project is funded by DHEW/OE through the Elementary and Secondary Education Act. The cumulative issues, appearing each December, provide title, author, subject and publisher indexes.

31. The Education of the Minority Child: A Comprehensive Bibliography of 10,000 Selected Entries. Meyer Weinberg, compiler. Chicago: Integrated Education Associates, 1970, 544 pp., $3.95.
Focuses mainly on the black child, with some stress on Mexican American, Puerto Rican, and Indian American children; some attention is given to children from Oriental, poor white, Jewish and European backgrounds. Great bulk of entries are from the last 70 years, but some go back to the colonial period. Section on Spanish-Americans includes studies on bilingualism. Also includes a 15-page section of bibliographies.

32. Interpretive Studies on Bilingual Education. Horacio Ulibarrí. Arlington: ERIC, ED 038079, 1970, 99 pp., $0.93 microfiche, $10.86 papercopy.
Evaluations of on-going public school projects in bilingual education.

33. Mexican-American Education, a Bibliography. Edgar B. Charles, editor. Las Cruces: New Mexico State University, 1968, 28 pp. Available from ERIC: ED 016562, $0.93 microfiche, $3.53 papercopy.
Selected annotated list of 90 books, monographs, journal articles, and unpublished papers produced between 1958 and 1967, covering pre-school, elementary, secondary, higher, adult (basic and vocational), and migrant education.

TEACHER TRAINING

Description and Evaluation of Existing Programs

34. Advances in Navajo Bilingual Education 1969-72. Navajo Reading Study Progress Report 20. Bernard Spolsky, editor. Arlington: ERIC, ED 069461, 65 pp., $0.93 microfiche, $6.76 papercopy.
Report of the third meeting, discusses Navajo bilingual teacher education.

35. Basic Concerns of TESL in New Jersey. Elaine F. Adler. Arlington: ERIC, ED 034194, 1968, 10 pp., $0.93 microfiche, $1.68 papercopy.
Emphasis is on in-service and pre-service training for teachers in an ESL program.

36. Building Bridges to Better Bilingual Education. New York City Board of Education. Arlington: ERIC, ED 081273, 1973, 15 pp., $0.93 microfiche, $1.68 papercopy.
Description of program whose aim is to promote linguistic and academic achievement in Spanish-speaking children whose achievement levels are below those of the district and city as a whole.

37. Early Childhood Education and School-Age Intensive Education Program; Evaluation of the ESEA Compensatory Education Program of the San Francisco Unified School District. Arlington: ERIC, ED 041066, 1970, 421 pp., $0.93 microfiche, $19.84 papercopy.
Information on in-service staff training component of the program.

37a. Guide to Teacher Education Programs for Bilingual Bicultural Education in U.S. Colleges and Universities. Austin: DCBBE, 1975, 44 pp.
A listing by state of institutions of higher education, providing courses, programs, degrees or certification plans for teachers in bilingual bicultural education. Information from the various states' departments of education relates to the academic year 1974-1975, and may be used as a guide for probable offerings during 1975-1976. The institution's address and a contact name are given, in addition to a capsule description of courses offered at the institution.

38. The Study of the Problems of Teaching English to American Indians: Report and Recommendations. Sirarpi Ohannessian, editor. Arlington: Center for Applied Linguistics, 1967, 48 pp., $1.25.
Main areas studied include performance, preparation, recruitment, and retraining of teachers.

39. To Train or Not to Train Teachers for Spanish Speaking Communities. Horacio D. Lewis. Arlington: ERIC, ED 081043, 1973, 30 pp., $0.93 microfiche, $3.53 papercopy.
Recommends that teacher training programs include courses in Latino culture and the Spanish language.

40. Training Teachers for Bilingual Bicultural Education. Alonso M. Peralès. Arlington: ERIC, ED 084751, 1973, 5 pp., $0.93 microfiche, $1.68 papercopy.
Report of a special Task Force on Bilingualism; outlines six steps to improve bilingual education, including recruitment of teachers and teacher training.

Methods

41. Building Bridges to Better Bilingual Education. New York City Board of Education. Arlington: ERIC, ED 081273, 1973, 15 pp., $0.93 microfiche, $1.68 papercopy.
Information on various components of teacher preparation.

42. Career Lattice Program. Julia Nieto. Berkeley: BABEL, 1972, $0.49.
Describes career opportunity program of BABEL, teachers to aides, operated through nine institutions of higher education in the Bay Area. Requirements of each position in bilingual education and outlines of courses are given for elementary and intern programs.

43. Contemporary Comment on Changing Teacher Education. Kenneth S. Major, editor. Bloomington: Indiana University Press, 1973, 112 pp., $1.50.
Guidelines for performance-based teacher education and methods for training teachers for alternative schools.

44. Ghosts in the Barrio; Issues in Bilingual-Bicultural Education. Ralph Pablano. San Rafael: Leswing Press, 1973, 374 pp., $5.95.
Readings include some views on the training and retraining of teachers and administrators, and instructional styles for the classroom and the barrio from the perspective of *la raza*.

45. Guidelines for TESOL Teacher Preparation. James E. Alatis. Washington, D.C.: TESOL, 1972, 8 pp.
Defines role of the ESL teacher in American schools, describes personal qualities and professional competencies, and states the objectives and characterizes important features of ESL teacher education programs.

46. Microteaching--In-Service Training for Adult Educators. Karl J. Borden. Arlington: ERIC, ED 085629, 1973, 3 pp., $0.93 microfiche, $1.68 papercopy.
Microteaching techniques for adult educators.

47. New Approaches to Bilingual Bicultural Education--Teacher Training Manuals. Alfredo Castañeda and others. Austin: DCBBE, 1974.
Manuals supplemented (optional) with videotapes providing 10-15 minute programs, with accompanying quizzes for self-assessment. Titles include: A New Philosophy of Education, 24 pp., $0.60, contrasts melting pot and enforced acculturation with cultural democracy or acculturation assistance; Mexican American Values and Culturally Democratic Educational Environments, 28 pp., $0.65, discusses conflicts children may experience when cultural loyalties are undermined, specific strategies for teaching curriculum development, extracurricular activities, family involvement and classroom arrangement; Introduction to Cognitive Styles, 24 pp., $0.60; Field Sensitivity and Field Independence in Children, 24 pp., $0.60; Field Sensitive and Field Independent Teacher Strategies, 28 pp., $0.65; Developing Cognitive Flexibility, 20 pp., $0.60; Concepts and Strategies for Teaching the Mexican American Experience, 20 pp., $0.60; Self-Assessment Units, 52 pp., $0.90.

48. Papers Presented at the National Equal Education Institute. J. Frances Overlan and others. Arlington: ERIC, ED 078116, 1973, 124 pp., $0.93 microfiche, $12.24 papercopy.

49. Preparing Teachers for Mexican American Children. Thomas P. Carter. Arlington: ERIC, ED 025367, 1969, 16 pp., $0.93 microfiche, $1.68 papercopy.
Calls for changes in teacher preparation, teachers, and schools to meet needs of Mexican American children.

Materials

50. Communicating in Spanish for Educators. Marion R. Webb and Julia Jordán Tabery. Houston: Author, 1971, 361 pp.
Emphasizes practical Spanish skills to teach functional communication between educators and their Spanish-speaking students.

51. Guide for Bilingual Community Liaison. Lupe Cruz, edited by Genny Carillo. Berkeley: BABEL, 1972, 17 pp., $2.00.
Explanation of the liaison position and reasons for it, guide to resources in community, community assignment sheet, sample parent questionnaire, and calendar of activities in the community.

52. Handbook for Teachers and Aides of the Choctaw Bilingual Education Program. Joseph E. Littlejohn. Arlington: ERIC, ED 054902, 1971, 26 pp., $0.93 microfiche, $3.53 papercopy.
Five-year master's level teacher-preparation program. Handbook discusses what teachers need to know about language and lists materials for in-service training.

53. Performance Objectives Package. Carmen R. Timiraos. Albuquerque: SWCEL, 1971 revised, $139.00.
Contains six lessons in a slide-tape and workbook format. Designed to train teachers and aides to apply behavioral objectives to their teaching. May require minimal instruction from SWCEL in use of materials.

54. Student Study Guide for Teaching English as a Second Language. Helene W. Harrison and Damon Miller. San Marcos: Southwest Texas State University, 1972, 107 pp., $2.15.
Developed for the Bilingual Education Program SWTSU, Harlandale, San Marcos Consortium. In-service training unit for teachers in bilingual education programs aimed at developing understanding of theory and techniques of teaching ESL. Materials covered include structure of English and contrastive analyses. Additional materials needed are listed in the bibliography.

Bibliographies

55. The Equality of Educational Opportunity: A Bibliography of Selected References. Francesco Cordasco. Totowa: Rowman and Littlefield, 1973, $3.50.
Includes a section entitled "Teachers and Teacher Education."

56. Puerto Ricans in the United States: A Review of the Literature. Diane Herrera, for the Multilingual Assessment Project, New York Component. Austin: DCBBE, 1974, 398 pp., $4.60.
Annotated bibliography with emphasis on testing, cognitive style and teacher training.

CULTURAL AWARENESS

Rationale

57. Cultural Challenges to Education; the Influence of Cultural Factors in School Learning. Cole Brembeck and Walker H. Hill. Lexington: D. C. Heath and Company, 178 pp., $14.00.
Authors explore cultural characteristics and differences in order to apply them to educational planning. Divided into three parts: (1) cultural pluralism and the schools, (2) the challenge of diversity and conflict, and (3) can the school respond?

58. Ethno-Pedagogy: A Manual in Cultural Sensitivity, with Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns. Henry Burger. Albuquerque: Southwestern Cooperative Educational Laboratory, 1971, third edition, 193 pp., $5.00. Publication No. 2-0768.
Shows that educational methods, curricula and subject matter can be made flexible. Reveals the patterns of various Southwestern ethnic groups and shows how ethnic traditions can be utilized rather than subjugated by the majority school system.

59. Teaching the Bilingual: New Methods and Old Traditions. Frank P. Pialorsi, editor. Tucson: University of Arizona Press, 1974, 274 pp., $7.60.
Readings by various authors, including reasons for cultural awareness in educators.

60. Teaching Culture: Strategies for Foreign Language Educators. H. Ned Seelye. Skokie: National Textbook Company, 1974, 188 pp., $5.75.
Designed as a teacher's resource or as a methods course; suggests means for (1) identifying cross-cultural communications skills, (2) writing goal-related performance objectives, and (3) planning cultural instruction. Learning activities, sensitivity techniques and testing techniques are discussed. Some 400 sources of cultural information are listed.

Works on Multiple Groups

61. Plural Society in the Southwest. Edward H. Spicer, Calexico Intercultural Design. Austin: DCBBE, 1970, 43 pp., $1.08 single copies, $0.65 10 copies or more.
Various ethnic groups in Southwest are described; interrelations of these groups are characterized and trends of change in these relations are delineated. Total of 42 ethnic groups listed, including 30 groups of Indians, five of Mexican heritage, five Anglo American and two Asian.

62. Puerto Ricans in the United States: A Review of the Literature. Diane Herrera, for the Multicultural Assessment Project, New York Component. Austin: DCBBE, 1974, 398 pp., $4.60.
Annotated bibliography includes history, economy, sociological and anthropological aspects of Puerto Ricans, Cubans, Mexican Americans, American Indians, Jews and other minority groups.

63. Racial and Cultural Minorities. George E. Simpson and J. Milton Yinger. New York: Harper and Row, 1972, 4th edition, $12.95 (text edition).
Part II, "Minorities in the Social Structure," provides background materials on many minorities.

64. We're Not All Alike. Washington, D.C.: National Education Association, 1973, 13 pp., $1.00 (booklet); multimedia program, $43.45: five cassette tapes, discussion starter questions and human relations booklet.
Designed to help teachers, students and community members find out more about racial and ethnic groups in the U.S. Booklet is a collection of essays and an annotated bibliography of materials available from NEA. Tapes are discussions by Blacks, Asians, Chicanos, and American Indians and an exchange of ideas among these groups.

Mexican Americans

65. A Forgotten American: A Resource Unit for Teachers on the Mexican American. Luis F. Hernández. New York: Anti-Defamation League of B'Nai B'Rith, 1969, 56 pp., $0.75.
Contents include: background of Mexican Americans, acculturation of Mexican Americans, conflicts of values, the family, the Mexican American student, Chicano power, suggestions to teachers, recommend readings, survey of Mexican history, chronological outline of Mexican history, and a bibliography of Mexican history and culture.

66. Mexican Americans: A Brief Look at Their History. Julián Nava. New York: Anti-Defamation League of B'Nai B'Rith, 1970, 56 pp., $0.75.
A history of Mexican Americans which examines distortions and stereotyping, and looks to the future; includes bibliography, illustrations and profiles of leading Mexican Americans.

67. Mexican Americans: An Historic Profile. New York: Anti-Defamation League of B'Nai B'Rith, 16 mm., sound, black and white, 29 minutes. Rental $10.00, purchase $125.00.
Maclovio Barraza traces the history of Mexican Americans from the Conquest to the present. Explores the development of economic and political movements playing a role in breaking the poverty cycle in the Southwest.

68. Mexican Americans: Quest for Equality. New York: Anti-Defamation League of B'Nai B'Rith, 16 mm., sound, black and white, 29 minutes. Rental $10.00, purchase $125.00.
Ernesto Galarza defines cultural and economic patterns in rural and urban Mexican American communities in the Southwest, and discusses the surge of militancy with representatives from several Mexican American organizations.

69. Mexican Americans: Sons of the Southwest. Ruth S. Lamb. Claremont: Ocelot Press, 1970, 208 pp., $5.95.
Traces the history of Mexican Americans from the background of Southwest Indians through today. Texts of 19th Century treaties included in Spanish and English. Extensive bibliography.

70. Perspectives for Teachers of Latin American Culture. H. Ned Seelye, editor. Springfield: Illinois Office of Superintendent of Public Education, 1970, 178 pp.
Methods for teaching Hispanic culture, pre-school through high school. Contains concrete suggestions for activities, lists of materials, articles on suggestions for developing more positive attitudes toward native Spanish speakers, and testing understanding of the foreign culture.

71. Vocabulario español de Texas. Gilberto Cerda, Berta Cabaza, and Julieta Farías. Austin: University of Texas Press, 1970, 2nd edition, 360 pp., $10.00.
Spanish vocabulary used in eight counties of south Texas with a predominantly Mexican American population.

72. Bibliography of Material for Bilingual-Bicultural Instruction. Volume I. Henry W. Pascual, Jean Salas, Rina Swentzell. Santa Fe: New Mexico State Department of Education, 1973, 16 pp.
Includes (1) professional materials of Mexican and Spanish history, Mexican American history and culture, education and vocabulary in the Southwest; (2) literature in Spanish (a few titles in English) aimed at elementary students; (3) textbooks (subject areas other than language). List of publishers is also included.

Puerto Ricans

73. A Chronological History of Puerto Rico. Federico Rives Tovar. New York: Plus Ultra Educational Publishers, 1973, 624 pp., $3.95. Also available in Spanish: Historia cronológica de Puerto Rico. Same price.
Brief entries in chronological order covering political, cultural, and religious events. English version through 1972, Spanish version through 1973.

74. Island in America. New York: Anti-Defamation League of B'Nai B'Rith, 16 mm., sound, color, 28 minutes. Rental $17.50, purchase $250.00.
Exploration of the cultural, social and economic life of Puerto Ricans in the U.S. set against background of the history of Puerto Rico. Compares conditions faced by people coming from the island today with those encountered by earlier immigrant groups from Europe.

75. The Puerto Rican: A Resource Unit for Teachers. Ana Batllé, Lydia Carcino, Eliezer Rodríguez and Eleanor Sandstrom. New York: Anti-Defamation League of B'Nai B'Rith, 1973, 64 pp., $1.25.
Presents background of Puerto Ricans on the continent.

76. Puerto Rican History and Culture. Kenneth Arán, Herman Arthur, Ramón Colón, and Harvey Goldenberg. New York: United Federation of Teachers, 1973, 156 pp., $5.00.
Study guide and curriculum outline. Indexed and includes bibliography and film guide.

77. Suggestions for Planning a Curriculum on Puerto Rican Culture. Robert J. Saunders. Hartford: Connecticut State Department of Education, 1971, 84 pp.
Includes a 40 page historical statement about Puerto Rican cultures.

78. Puerto Rican Pupils: A Bibliography. Perry A. Zirkel. West Hartford: University of Hartford, 1973, 68 pp.
Section one contains books on Puerto Rican culture in English and Spanish.

79. The Puerto Ricans: An Annotated Bibliography. Paquita Vivó, editor. New York: R. R. Bowker, 1973, 314 pp., $14.95.
Over 2000 entries in four sections: (1) books, pamphlets and dissertations; (2) government documents; (3) periodical literature; (4) audiovisual materials.

American Indians

80. The Indians and Eskimos of North America: A Bibliography of Books in Print Through 1972. Jack W. Marken. Vermillion: Dakota Press, 1973, 200 pp., $5.00.
Divided into bibliographies, handbooks, autobiographies, myths and legends, other books, and reprints in the American Archaeology and Ethnology series.

81. There's an Indian in Your Classroom: A Guide for Teachers of Indian Children. Boise: Idaho State Department of Education, 1969, 134 pp.
Emphasizes differences of Indian student's background from WASP's and the need for understanding by teacher. Emphasis on ESL and acculturation with retention of pride in Indian culture. Some stereotyping.

82. To Live on This Earth: American Indian Education. Estelle Fuchs and Robert J. Havighurst. Garden City: Doubleday and Co., Inc., 1973 edition, 408 pp., $3.95.
Reports understandings and conclusions recorded over period of observation and study. Draws heavily on National Study of American Indian Education.

THE STUDENT

General Works on Minority Students

83. The Academic Achievement of Spanish-Speaking First Graders in Connecticut. Perry A. Zirkel and John F. Greene. Hartford: Connecticut State Department of Education, 1971, 7 pp.
Gives background of Puerto Rican concerns, the experiment and results and a short discussion.

84. The Acquisition of Syntax in Bilingual Children. Carolyn Kessler. Washington, D.C.: Georgetown University Press, 1972, 109 pp., $2.95.
Study of the acquisition of syntax in 6-8 year-olds, bilingual in Italian and English. Covers problems in child bilingualism and implications for language study.

85. Assessment of Rural Mexican-American Pupils; Pre-school and Grades One Through Six. Uvaldo H. Palomares and Emery J. Cummins. Sacramento: California State Department of Education, 1968, 42 pp.
Study of students in San Ysidro, California, is the second in a series of research studies designed to assess the strengths and needs of the Mexican American students in California. Contents include descriptions of the tests used, results, and conclusions and recommendations in the perceptual-motor, academic-intellectual, social, emotional, and intellectual categories. Curricular and educational recommendations are given separately for each category.

86. Assessment of Rural Mexican-American Pupils; Pre-school and Grades One Through Twelve. Uvaldo H. Palomares and Emery J. Cummins. Sacramento: California State Department of Education, 1968, 44 pp.
Study of students in Wasco, California. Contents same as for study in San Ysidro, California (above).

87. Bilingual Children: A Resource Document. Muriel Saville-Troike. Arlington: Center for Applied Linguistics, 1973, 177 pp., $6.58.
Data necessary for personnel working with bilingual children to understand: (1) nature of language and its diversity, (2) how children learn their first and subsequent languages, and (3) cultural attitudes and practices which affect a child's socialization and cognitive development. Profiles of bilingual children (Mexican American, Puerto Rican and Indian) and implications for early childhood program development. Large bibliography.

88. Bilingual Teaching and Beginning School Success. Alan Ehrlich. Arlington: ERIC, ED 077279, 1971, 51 pp., $0.93 microfiche, $6.58 papercopy.
Study to measure the effectiveness of a monolingual vs. bilingual approach to second-grade Spanish-speaking children in New York. Report includes review of procedures and results, discussion and interpretation of results, and a summary.

89. The Excluded Student: Educational Practices Affecting Mexican Americans in the Southwest. Washington, D. C.: United States Government Printing Office, 1972, 88 pp., $0.75. Stock no. 0500-0074.
Report of the U. S. Commission on Civil Rights. Examines the way the educational system deals with the linguistic and cultural background of the Mexican American student and looks at: (1) some of the linguistic and cultural problems faced by Mexican American children within the educational system, (2) programs used by some of the schools in attempting to adjust to these problems, (3) the school's relationship to the Mexican American community it serves.

90. The Language Education of Minority Children: Selected Readings. Bernard Spolsky, editor. Rowley: Newbury House, 1972, 218 pp., $5.95.
Writings on the language education problems of minority children to provide insight into areas of concern for teachers, administrators and students. Articles are divided into three sections: (1) multilingualism in the U. S., (2) bilingualism and bilingual education, and (3) language education in Practice.

91. The Puerto Rican Community and Its Children on the Mainland: A Source Book for Teachers, Social Workers and Other Professionals. Francesco Cordasco and Eugene Bucchioni. Metuchen: Scarecrow Press, 1972, $10.00.
Published in 1968 under title Puerto Rican Children in Mainland Schools. A collection of articles on the Puerto Rican experience in the U. S.; underscores the socio-political and educational needs of the Puerto Rican child. Part IV includes articles on materials on bilingual education, outlines for course content and staff training, and a related bibliography.

92. Race Awareness in Young Children. Mary E. Goodman. New York: Macmillan Company, 1964, $1.50.
Some inventories of the thoughts and feelings of young children, brown and white, and some evidence concerning the background hows and whys.

93. Spanish Speaking Children of the Southwest: Their Education and the Public Welfare. Hershel T. Manuel. Austin: University of Texas Press, 1966, 229 pp., $2.25.
Deals with problems of the Spanish-speaking child, adolescent and young adult. Areas of cultural, social and economic differences are discussed and the need for special instruction to overcome language and cultural deficiencies is cited.

94. A Study of Student Attitudes Toward ESL in Puerto Rico. John Y. Adams and Wallace K. Ewing. Arlington: ERIC, ED 057695, 1971, 58 pp., $0.93 microfiche, $6.68 papercopy.
Results of a questionnaire designed to investigate Puerto Rican students' attitudes toward learning English show a predominantly positive attitude. Information solicited in grades 5-8 concerning personal data, student's contact with English, amount of English used, parental attitudes, and student attitudes toward learning English.

Bibliography

95. The Equality of Educational Opportunity: A Bibliography of Selected References. Francesco Cordasco. Totowa: Rowman and Littlefield, 1973, $3.50.
Second half of book is a listing of selected titles from the literature of the 1960's dealing with the children of the poor and American schools. Categories include: role of schools, dropouts and delinquencies, characteristics of disadvantaged students, teachers and teacher education, programs and materials.

LANGUAGE ACQUISITION AND SECOND LANGUAGE LEARNING

General Works

96. The Acquisition of Syntax in Bilingual Children. Carolyn Kessler. Washington: Georgetown University Press, 1972, 109 pp., $2.95.
Study of the acquisition of syntax in 6-8 year-olds bilingual in Italian and English. Areas covered include: problems in child bilingualism, theoretical and research perspectives, design of investigation, contrasts in child bilingualism, and implications for language study.

97. Attitudes and Motivation in Second Language Learning. Wallace E. Lambert and Robert C. Gardner. Rowley: Newbury House, 1972, $7.95.
Among questions posed are: What is skill in language learning? How important is intelligence, motivation, attitude, and society to foreign language learners? Do negative ideas of a culture affect American students' abilities to learn another language? Would knowledge of the social and psychological implications strengthen language teaching? These and other questions are answered through an examination of a wide range of foreign language students in the U. S. and Canada.

98. Bilingual Children: A Resource Document. Muriel Saville-Troike. Arlington: Center for Applied Linguistics, 1973, 177 pp., $6.58.
Data necessary for personnel working with bilingual children to understand: (1) nature of language and its diversity, (2) how children learn first and subsequent languages, (3) cultural attitudes and practices which affect child's socialization and cognitive development.

99. The Bilingual Review/La revista bilingüe. Gary D. Keller, editor. $6.00 per year, quarterly periodical.
Dedicated to study of linguistics and literature of Spanish/English bilingualism in the U. S. Articles on research, criticism, and pedagogy; book reviews; some original literature.

100. Language and Language Learning, Theory and Practice. Nelson Brooks, editor. New York: Harcourt Brace Jovanovich, Inc., 1964, 300 pp., $6.95.
Study of language theory with practical classroom methods, with specific attention to problems of intermediate level. Includes chapters on reading and writing and vocabulary, pattern practice, tests and measurements.

101. Language Acquisition and Communicative Choice. Susan M. Ervin-Tripp. Stanford: Stanford University Press, 1973, 304 pp., $10.95.
Topical essays in psychological and social aspects of language. Three sections: (1) bilingualism, (2) language acquisition, (3) sociolinguistics.

102. Language and Mind. Noam Chomsky. New York: Harcourt Brace Jovanovich, Inc., 1968, 88 pp., $6.95.
Brief book is good general summary of Chomsky's theory. Serves as introduction to more advanced materials.

103. Language, Psychology and Culture. Wallace E. Lambert. Stanford: Stanford University Press, 1972, 362 pp., $10.00.
21 essays dealing with measurement of bilingual competence, motivations of language learners, relationship of thought and language, role of learning in language development, relationship of bilingualism to intelligence, psychology of language and bilingualism, and influence of children's language style on teacher's evaluation of them as pupils.

104. Linguistics Across Cultures. Robert Lado. Ann Arbor: University of Michigan Press, 1957, 140 pp., $2.75.
Uses non-technical vocabulary in demonstrating the role that descriptive linguistics can play in a language-teaching situation. Compares sound systems, grammatical structures, vocabulary systems and cultural patterns.

105. Linguistics and the Bilingual Child. Rudolph C. Troike. Austin: Texas Education Agency.
Basic linguistic characteristics of English are discussed, including the role of word order, grammar and inflection. Linguistic problems of the bilingual speaker, such as interference, carry-over of syntactic patterns, contrastive phonemes, etc., are covered and some practical applications to help alleviate these problems in the language classroom are suggested.

106. Report of the 21 Annual Round Table Meeting on Linguistic and Language Studies. James E. Alatis, editor. Washington, D.C.: Georgetown University Press, 1970, 379 pp., $3.95. Subtitle: Bilingualism and Language Contact: Anthropological, Linguistic, Psychological and Sociological Aspects.

Collection of articles presented at meeting: "Bilingualism and Thought," "Cognitive Development in the Bilingual Child," "Acquisition of Rules for Appropriate Speech Usage," "The Analysis of Lingualistic and Cultural Differences: A Proposed Model," and "English Curricula for Non-English Speakers."

107. Southwest Areal Linguistics. Garland D. Bills, editor. San Diego: Institute for Cultural Pluralism, 1974, 315 pp., $5.00.

Collection of papers presented at the Workshop on Research Problems in Southwest Areal Linguistics II at the University of New Mexico, 1973. 22 articles by experts such as J. Donald Bowen, Gustavo Gonzales, Muriel Saville-Troike, and Gary Underwood. Papers cover range of linguistic, sociolinguistic, and educational linguistic topics dealing with English, Spanish and American Indian language varieties in the Southwest. Five parts: (1) the linguistic situation, (2) theory and methodology, (3) linguistic descriptions, (4) child language, and (5) educational implications.

English as a Second Language (ESL)

108. Common Errors in Language Learning. H.V. George. Rowley: Newbury House, 1972, 204 pp., $4.95.

Deals with errors in English made by students of ESL or EFL. Part I presents the definition and theory of language error. Part II discusses concrete problems in English teaching. Part III discusses the interference of the mother tongue and structures already acquired.

109. English as a Second Language for Navajos, an Overview of Certain Cultural and Linguistic Factors. Robert W. Young. Arlington: ERIC, ED 021655, 1968, 173 pp., $0.93 microfiche, $14.64 papercopy.

Discusses the need for cross-cultural training for teachers, and differences in phonological, grammatical and structural features of two languages. Gives a framework for materials, instructional techniques, and teacher training to specifically meet needs of students.

Reading

110. A Comparative Study of Three Beginning Reading Programs for the Spanish-Speaking Child. Sharon Lee Wooden and Timothy J. Pettibone. Arlington: ERIC, ED 085897, 1973, 8 pp., $0.93 microfiche, $1.68 papercopy.

Stresses the importance of careful diagnosis of each child, concluding that by working with such related skills as listening comprehension, spatial relations, and auditory association, the overall effectiveness of a reading program for Spanish-speaking children may be increased significantly.

111. Diagnostic Reading Instruction in the Elementary School. Frank J. Guszak. New York: Harper and Row, 1972, 320 pp., $5.95.

Part I (Background), Diagnostic Reading Instruction, discusses some of the common explanations of reading failure and describes the reading program at a hypothetical school; Part II, What the Diagnostic Reading Teacher Knows, describes the skills needed for reading and teaching reading; Part III, What the Diagnostic Reading Teacher Determines, gives three basic questions teachers must answer about every child in class; Part IV, What the Diagnostic Reading Teacher Prescribes, details specific skill needs and their treatments, including pupil-managed learning tasks; Part V, What the Diagnostic Reading Teacher Organizes and Operates, gives "how-to's."

112. Reading for the Disadvantaged: Problems of Linguistically Different Learners. Thomas D. Horn, editor. New York: Harcourt Brace Jovanovich, Inc., 1970, 267 pp., $4.50.

Selections by 24 reading experts on the problems of teaching the disadvantaged to read. Combines specific information about the socio-economic backgrounds and the language characteristics of the major disadvantaged groups (whites, blacks, Spanish-speakers, American Indians) with specific recommendations for teachers at all grade levels from pre-school through high school.

METHODS AND MATERIALS

General Works

113. Adapting and Composing Reading Texts. Andrew MacLeish. Arlington: ERIC, ED 021211, 1968, 10 pp., $0.93 microfiche, $1.68 papercopy.
Steps in composing reading texts and methods for analysis of reading material content of second language reading texts in use.

114. Art and Indian Children. Washington, D. C.: Department of the Interior, Bureau of Indian Affairs, Curriculum Bulletin No. 7., 1970, 33 pp.
Hints and directions by asking teacher questions such as: "Do you show your students the creative work of other Indian people using nature as a source for art?" "Do you encourage the cultural connection between the Indian craftsman and the Indian student?" Profusely illustrated with resources for Indian cultural studies listed.

115. Bilingual Education in the Open Classroom. Sue C. Wortham. San Marcos: Author, 1972, 118 pp.
Report on bilingual kindergarten at Bonham Elementary School. Specific aspects of curriculum content and implementation and lists of resource materials, tests and screening devices and texts. Bibliography of readings on open classroom, bilingual education, curriculum, team teaching, individualized instruction, and individually guided education.

116. Bilingual Kindergarten Program. Southwest Educational Development Laboratory. Austin: National Educational Laboratory Publishers, Inc., 1973, multimedia program, $400.00.
Learning system includes instructional materials, staff development materials, and parent activities. For additional information about the program and in-service training, contact Don Williams, Director, Division of Field Relations and Dissemination, Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, Texas 78701.

117. Bilingual Oral Language and Conceptual Development Program for Spanish-Speaking Pre-School Children. Richard C. Benjamin. Arlington: ERIC, ED 030087, 1969, 9 pp., $0.93 microfiche, $1.68 papercopy.
Description of Michigan state migrant program and materials used.

118. Classroom Practices in ESL and Bilingual Education, Volume I. Muriel Saville-Troike, editor. Washington, D. C.: TESOL, 1973, 96 pp., $2.00.
First in a series planned to acquaint teachers with successful methods and materials used in TESOL and bilingual education contexts. Articles written by teachers on "Teaching Spanish to Spanish Speakers," "Reading as Skill, Structure, and Communication," "Composition and Advanced ESL Students: Teaching Strategies and Illustrative Materials," "Navajo Language Development: Kinship Terms," and "Jeux." Some are followed by lists of additional readings.

119. Classroom Projects and Linguistic Laboratory for Non-English Speaking Children of Oklahoma. Oklahoma State Department of Education. Arlington: ERIC, ED 026176, 1968, 48 pp., $0.93 microfiche, $3.53 papercopy.
Discusses Mexican American migrants' pressing educational needs, language lab for migrants, teacher workshop to teach conversational Spanish to teachers of migrant children.

120. Cómo preparar materiales sencillos para lectores inexpertos. Tomás E. Fountain. Austin: Author, 1974, 110 pp., $4.00.
Originally written for Latin American teachers of unskilled readers, this book discusses characteristics of poor readers, factors of reading ability, information sources, vocabulary, syntax and language use, organization of materials, and style and size of type faces for maximum legibility. Appendices include reading ability scales, recommended books, publishers of simple materials in Spanish, and lists of most frequently used words in Spanish.

121. Computer Assisted Instruction in English Teacher Education. Lester S. Golub. Arlington: ERIC, ED 064277, 1972, 16 pp., $0.93 microfiche, $1.68 papercopy.
Description of CAI programs being developed at Penn State in bilingual education.

122. Curriculum Guide for Kindergarten through Grade Three. Escondido Union School District. Austin: DCBBE, 1973, 94 pp., $2.35 @ up to ten copies, $1.41 @ ten or more copies.
Covers reading readiness, social studies, SSL, ESL, science and math; aimed at Mexican American students.

123. Education for American Indians. Duane D. Dumbleton and Marion J. Rice. Athens: University of Georgia, 1973, 299 pp., 4 books.
Survey of history, problems, and prospects of education of American Indians in the U.S. Presented in two forms: a book of readings and an expository essay, accompanied by a workbook and a teacher's edition of the workbook.

124. Forming an Estudiantina and Symbols of Music Notation. Anne Horne, Calexico Intercultural Design. Austin: DCBBE, 1973, 104 pp., $2.50.
Teacher's guide for music instruction in a bilingual program. Adaptable to all levels, Spanish and English. Elements involved in forming an Estudiantina, music symbols, vocabulary, songs for beginners which include instrumentation, and costume sketches.

125. Information and Materials to Teach the Cultural Heritage of the Mexican American Child. Compiled by Minerva Gorena. Austin: DCBBE, 1972, 284 pp., $5.60.
Contains a variety of cultural materials which can be abstracted to teach any one of several subjects at different grade levels. Includes a bibliography of bilingual education materials and sources for these materials.

126. Kindergarten Bilingual Resource Handbook. Bilingual Program Staff, Lubbock (Texas) Public Schools. Austin: DCBBE, 1972, revised edition, 200 pp., $3.75.
Teacher's guide and resource book (mostly in English) for the bilingual kindergarten teacher. Suggestions for curriculum schedules; activities for teacher's aides; classroom arrangements; and detailed strategies and activities for teaching oral language development, number concepts and skills, science, social studies, health and safety, physical education, art and music. Also contains a section on bilingual resource materials, instructions for constructing teaching aids, and a list of instructional materials.

127. Language Development Resources for Bilingual Education. Experienced Teacher Fellowship Program, University of Arizona. Austin: DCBBE, 1974, 266 pp., $3.00.
Designed to help the elementary teacher of Mexican American children. Includes parent participation information and activities and detailed description and suggestions for learning activity centers in the classroom, as well as a bibliography of resources.

128. Let's Play; Vamos a jugar. Carmena Garza and Beverly Pritchard. Edinburg: Region I Service Center, 116 pp., $2.50.
Compilation of traditional songs and dances, finger plays, nursery rhymes and tongue-twisters in English and Spanish for the kindergarten child.

129. Man's Many Voices: Language in Its Cultural Context. Robbins Burling. New York: Holt, Rinehart and Winston, Inc., 1970, $7.25.
Technical, but carefully explained book on language in culture.

130. Materials Used in Bilingual Programs. New York City Board of Education. Arlington: ERIC, ED 078721, 1973, 17 pp., $0.93 microfiche, $1.68 papercopy.
Textbooks, educational materials, and audiovisuals used in New York City schools.

131. Perspectives for Teachers of Latin American Culture. H. Ned Seelye, editor. Springfield: Illinois Office of the Superintendent of Public Education, 1970, 178 pp.
Methods for teaching Hispanic culture, pre-school through high school with concrete suggestions for activities, lists of materials, articles on suggestions for developing more positive attitudes toward native speakers of Spanish, etc.

132. Reading Strategies for New Mexico in the 1970's--Resource Guide No. 2. Henry W. Pascual, editor. Santa Fe: New Mexico State Department of Education, 1972, 24 pp.
Oriented to the needs of students who speak Spanish or Indian languages; papers collected here deal with testing, teaching materials, and the school as a societal force.

133. Resource Manual for Implementing Bilingual Education Programs, 1970. Austin: Texas Education Agency, 157 pp.
Teaching strategies and sample lessons for teaching language, social studies, art, mathematics, etc.

134. Resource Materials for Bilingual Education, Revised Edition. Fort Worth (Texas) Public Schools Bilingual Education Program. Austin: DCBBE, 1973, 200 pp., $4.25.
English-Spanish vocabulary games, songs, poems and reading selections relating to various topics--days, months, seasons, plants, animals, etc. Materials can be abstracted to teach different subjects at various grade levels.

135. SCDC Spanish Curricula Units. Spanish Curricula Development Center Staff. Austin: DCBBE, 1973, 16 page descriptive brochure available free.
Multimedia units include readers, cassettes, puppets, teacher's guides, supplements and ditto packets. Three units for grade one in language arts (Spanish), social science, science and math, fine arts and SSL. Subsequent units for grades two and three are being developed.

136. Suggested Curriculum Guidelines for an Effective Bilingual Program 1972-73. Southeastern New Mexico Bilingual Project. Artesia: Artesia Public Schools, 1972, 77 pp. Available from DCBBE, $1.93 @ up to ten copies, $1.16 @ ten or more copies.
Curriculum guide for Spanish Language Arts.

137. Suggestions for Planning a Curriculum on Puerto Rican Culture. Robert J. Saunders. Hartford: Connecticut State Department of Education, 1971, 84 pp.
Contains suggestions for curriculum, such as: developing tours of Puerto Rico, equipment, identifying and selecting subject matter, sources and agencies for information on Puerto Rican culture, a 40 page historical statement about Puerto Rican cultures, and a bibliography (fiction, bilingual materials, folk tales, and non-fiction) of children's literature about Puerto Rican children in the U. S. Recommended readings in each section.

138. Systematic Reading Instruction. Gerald G. Duffy and George B. Sherman. New York: Harper and Row, 1973, $4.95 (text edition).
Behavioristic systems approach used to diagnose and teach basic reading skills. Techniques are given for determining whether the child has mastered a given skill. Specific instructional strategies and classroom management techniques, development of basic sight vocabulary, basic thinking skills and fundamental decoding skills used in spelling.

139. Teacher and Teacher Aide Guide for Programs for the Education of Migrant Children. Austin: Texas Education Agency, 1974.
Suggested procedures, preparations and planning for teachers and aides; suggestions for utilization of the aide, parental involvement, and in-service training program; information on national migrant record transfer system, and an extensive (14 pp.) bibliography.

140. Teaching Reading to Bilingual Children. Ellen C. Henderson. Jericho: Exposition Press, 1972, 160 pp., $3.00.
Presents a step-by-step approach to teaching reading through phonics in the first grade, teaching people to speak English, remedial reading and adult reading.

141. Teaching the Bilingual: New Methods and Old Traditions. Frank P. Pialorsi, editor. Tucson: University of Arizona Press, 1974, 274 pp., $7.60.
Readings by various authors in three sections: (1) bicultural understanding, (2) theories and experiences in multilingual communication and language learning, and (3) practical applications of theories and techniques in actual school programs.

142. Textbooks and the American Indian. Jeanette Henry. Rupert Costo, editor. San Francisco: Indian Historian Press, 1970, 276 pp., $4.25.
Evaluations of over 300 textbooks by 32 Indian scholars, native historians and students. Books (in use at the time of the study) utilized in primary through high school. Subjects include American history and geography, state and regional history, government and citizenship, world history and geography, American Indians, and readers. A bibliography of recommended books by and about American Indians is included.

143. Things to Do (Activities for a Bilingual Classroom). Jean M. Baker, Joy Ross, Barbara Walters. Austin: DCBBE, 1972, 32 pp., $1.50.
Manual for teachers planning a small group organization in bilingual bicultural programs. Several sample day schedules included with a series of activities appropriate for small groups of children. Activities organized around the content of several learning or interest centers.

144. Treasury of Mexican Folkways. Frances Toor. New York: Crown Publishers, 1947, 566 pp., $10.00.
Folk arts, dances, songs (in Spanish and English), costumes, legends, ceremonies; illustrated with photographs and line drawings.

English as a Second Language (ESL)

145. Classroom Practices in ESL and Bilingual Education, Volume I. Muriel Saville-Troike, editor. Washington, D.C.: TESOL, 1973, 96 pp., $2.00.
First in a series planned to acquaint teachers with successful methods and materials used in TESOL and bilingual education contexts. Articles written by teachers on "Teaching Spanish to Spanish Speakers," "Reading as Skill, Structure, and Communication," "Composition and Advanced ESL Students: Teaching Strategies and Illustrative Materials," "Navajo Language Development: Kinship Terms," and "Jeux." Some are followed by lists of additional readings.

146. Conversational English for the Non-English-Speaking Child. Nina Phillips. New York: Teacher's College Press, 1968, 139 pp., $3.50.
Materials covered include information on the "disadvantaged child," historical background information on ESL, the audio-visual-lingual theory, object box picture games, action routines, instructional pictures, picture file, basic teaching materials, category word list, teaching materials by subject, approach to the child, language rating scale, pupil information form, evaluation of pupil program, etc.

147. Games for Second Language Learning. Gertrude Dorry. New York: McGraw-Hill, Inc., 1966, 64 pp., $1.50.
Collection of 72 language-practice games: number games, spelling games, vocabulary games, rhyming games and miscellaneous games. All levels.

148. Motivating Students for Second-Language and Second-Dialect Learning. Charlotte E. Brooks. Arlington: ERIC, ED 030091, 1969, 14 pp., $0.93 microfiche, $1.68 papercopy.
With emphasis on language as a revelation of self and as communication, the author suggests that just as students must be motivated to learn a second language (English), teachers must also be motivated to recognize and accept students' first language and culture.

149. New Sounds of the English Consonants/Sonidos nuevos de las consonantes inglesas. Mary L. Nagore. Tucson: Author, 1970, 156 pp., $3.75.
Cites the major trouble areas in pronunciation of Spanish and English, explains the problem and its correction, and gives easy-to-follow practice drills. Glossary contains words of Romance origin with identical meaning in English and Spanish.

150. The Problem "Who Speaks Next?" Considered Cross-Culturally. Fraica Dubin. Arlington: ERIC, ED 082569, 1973, 14 pp., $0.93 microfiche, $1.68 papercopy.
Second language instruction should incorporate the results of ethnomethodology research, such as inclusion of materials which explicitly point out those implicit, underlying rules for interaction used by Americans, especially where they differ from the student's own.

151. Resource Manual for Implementing Bilingual Education Programs, 1970. Austin: Texas Education Agency, 157 pp.
Teaching strategies and sample lessons for teaching language, such as: Spanish as first and second language, English as a Second Language, social studies, art, mathematics, etc.

152. Teaching English as a Second Language. Mary Finocchiaro. New York: Harper and Row, 1969, revised edition, 494 pp., $8.95.
Areas covered include planning for language teaching and learning (with a course of study for beginning language students and examples of language-culture lesson plans), teaching English as a second language, general methods of teaching, the role of the supervisor, evaluating the program, materials and texts, and resources and texts.

153. Techniques and Materials for Teaching Vocationally Related ESOL to Youth and Adult Chinese and Spanish Trainees in the New York City Board of Education, MDTOP. Evelyn K. Sussman. Arlington: ERIC, ED 027537, 1969, 5 pp., $0.93 microfiche, $1.68 papercopy.
Description of Manpower Development Training Program which combines vocational training and language instruction. Description of language teaching techniques found to be effective.

154. Techniques and Procedures in Second Language Teaching. F. R. Decaney and J. Donald Bowen, editors. Dobbs Ferry: Oceana Publications, Inc., 1963, 562 pp., $8.50.
Suggestions on techniques and procedures in teaching a second language.

155. TESOL: Current Problems and Classroom Practices. Ronald Wardhaugh. Arlington: ERIC, ED 030847, 1969, 14 pp., $0.93 microfiche, $1.68 papercopy.
Urges use of variety in approaches to individual students, rather than adherence to one, narrow pedagogical approach. Discusses differences among approach, method, and technique.

Spanish Language Arts and Spanish as a Second Language (SSL)

156. Classroom Practices in ESL and Bilingual Education, Volume I. Muriel Saville-Troike, editor. Washington, D. C.: TESOL, 1973, 96 pp., $2.00.
First in a series planned to acquaint teachers with successful methods and materials used in TESOL and bilingual education contexts. Articles written by teachers on "Teaching Spanish to Spanish Speakers," "Reading as Skill, Structure, and Communication," "Composition and Advanced ESL Students: Teaching Strategies and Illustrative Materials," "Navajo Language Development: Kinship Terms," and "Jeux." Some are followed by lists of additional readings.

157. Español para el bilingüe. Marie Esman Barker. Skokie: National Textbook Company, 1972, 352 pp., $7.25.
High school and adult reading texts, activities and exercises.

158. Puedo leer/I Can Read--Initial Reading in Spanish for Bilingual Children. Charles H. Herbert, Jr., and Anthony R. Sancbo. Austin: DCBBE, 1972 revised, 134 pp., $2.95.
Lesson outlines for teaching initial reading in Spanish to first-grade Spanish-speaking students. Sections on pre-reading and concept development. Suggestions for activities, games, and other devices for teaching reading skills. Development of an activities supplement is in progress and will include language experience approaches, diagnostic reading, readiness activities, and charts for use with lessons.

159. Resource Manual for Implementing Bilingual Education Program, 1970. Austin: Texas Education Agency, 157 pp.
Teaching strategies and sample lessons for teaching language, Spanish as first and second language, English as a second language; social studies; art; mathematics; etc.

160. Teaching Spanish in School and College to Native Speakers of Spanish. Washington, D. C.: United States Government Printing Office, 1972, $0.55. Stock No. 1780-1034.
Bilingual teaching methodology, cultural self-determination, and teacher attitudes are discussed as background for bilingual programs. First half in English, second in Spanish.

Bibliographies

161. Annotated Bibliography of Bilingual-Bicultural Books in Spanish and English. Winnabelle Gritter. Grand Rapids: Grand Rapids Public Schools, 1973, 124 pp.
Library and classroom resource lists. Books in Spanish and English dealing with cultural understanding, Spanish-speaking countries, and problems of Spanish speaking people in the U.S. Classified by reading interest level, kindergarten through adult.

162. Bibliography of ESL/Bilingual Teaching Materials. Herb Ibarra. Arlington: ERIC, ED 028002, 1969, 31 pp., $0.93 microfiche, $3.53 papercopy.
406 books, articles and realia published 1945-1968. Emphasis on ESL textual material, primary to adult. Teacher preparation materials, cultural information, and instructional guides are also included.

163. Bibliography of Material for Bilingual-Bicultural Instruction, Volume I. Henry W. Pascual, Jean Salas, Rina Swentzell. Santa Fe: New Mexico State Department of Education, 1973, 16 pp.
Includes information on: (1) professional materials of Mexican and Spanish history, Mexican American history and culture, education and vocabulary in the Southwest; (2) literature in Spanish (a few titles in English) aimed at elementary students; (3) textbooks (subject areas other than languages). List of publishers is also included.

164. Books in Other Languages: Aids to Selecting and Ordering, a Preliminary List. Toronto: Metropolitan Toronto Library Board, 1973.
"Acquisition of books in other languages is still beset with many problems, such as aids to selection and reliable channels of supply, and this list, which was prepared for the 1973 Annual Conference of the Ontario Library Association, provides some suggestions."

165. The Equality of Educational Opportunity: a Bibliography of Selected References. Francesco Cordasco. Totowa: Rowman and Littlefield, 1973, $3.50.
First half includes essay on the quest for equality in education and a profile of the Puerto Rican community and experience in New York public schools, and a summary of the Report of the Urban Education Task Force. Second half is a bibliographic listing of selected titles from the literature of the 1960's dealing with the children of the poor and American schools; categories include: the role of schools, dropouts and delinquencies, characteristics of disadvantaged students, teachers and teacher education, programs and materials.

166. Evaluation Instruments for Bilingual Education: A Bibliography. Austin: DCBBE, 1975, in progress.
Over 200 testing instruments which have been used for assessment in U.S. bilingual programs; many are tests developed by Title VII ESEA-funded projects and are available only from projects.

167. Reference List of Materials for English as a Second Language, Supplement: 1964-68. Dorothy A. Pedtke and others. Arlington: ERIC, ED 025773, 1969, 207 pp., $0.93 microfiche, $17.12 papercopy.
Annotated bibliography of: (1) texts, (2) American readers, (3) dictionaries, (4) tests, (5) reading aids, (6) backgrounds, (7) methodology, (8) preparation and analysis of material, (9) preparation of teachers, (10) language testing, (11) programs in specific geographical areas.

168. Selected List of Instructional Materials for ESL. Rudolph C. Troike. Arlington: Center for Applied Linguistics, 1974, 9 four-page bibliographies, single copies free.
Elementary level, secondary level, college level, and adult level reading for Spanish speaking students, as well as audio-visual aids, background resources, tests and testing.

EVALUATION

Students

169. Administering the POSR to Lower Class Children. Sheila Whitesides. Arlington: ERIC, ED 011608, 1965, 5 pp., $0.93 microfiche, $1.68 papercopy.
Concludes that reading questions given in both English and Spanish to students of Mexican descent can help at all grade levels and that Spanish-speaking persons can elicit more cooperation from such pupils.

170. Early Childhood Bilingual Education. Vera John and Vivian M. Horner. Arlington: ERIC, ED 047593, 1971, 207 pp., $0.93 microfiche, $17.12 papercopy.
Section six contains information on student testing and evaluation procedures.

171. "Effects of Administering the Metropolitan Readiness Test in English and Spanish to Spanish-Speaking School Entrants." O. L. Davis, Jr., and Carl R. Personke, Jr. Journal of Educational Measurement, 5 (Fall, 1968), pp. 231-34.
Explores the possibility of bias in testing Spanish-speaking students in English by studying 88 Spanish-speaking children in two elementary schools, 53 enrolled in pre-first grade sections and 35 enrolled in regular sections.

172. "Guidelines for Testing Minority Group Children." Joshua Fishman and others. Journal of Social Issues, Volume 20 (1964).
Cites three main problems created by standardized tests: (1) may not provide reliable differentiation in range of scores, (2) predictive validity for minority group children may be different from predictive validity for standardization and validation groups, and (3) to a large extent, the validity of interpretation depends upon interpreter's understanding of social and cultural background of minority group in question. Also contains an appeal to the "conscientious educator" to reject the notion that test scores indicate fixed levels of performance or potential.

173. Institute on Appraisal, Placement and Educational Programming of Ethnic Minority Group Children in Special Education, Selected Abstracts. Department of Special Education and Special Schools, Texas Education Agency. Austin: DCBBE, 1974, 10 pp.
Abstract of previously presented (various sources) papers on ethnic minorities in special education, including evaluations of some testing instruments and their applications.

174. Intelligence of Mexican American Children. Edward A. de Avila and Barbara Havassy. Austin: DCBBE, 1974, 198 pp., $2.50.
Recent information concerning testing instruments and their relationship to the Mexican American child. Sample was tested using standard tests of school achievement, I.Q. and four Piagetian-derived measures.

175. I.Q. Tests and Minority Students. Edward A. de Avila and Barbara Havassy. Austin: DCBBE, 1974, 38 pp., $1.00.
Information about I.Q. tests based on translations, ethnic norms and other elements not equally familiar to minority children.

176. The Measurement of Bilingualism and Bicultural Socialization of the Child in the School Setting: The Development of Instruments. Final Report of Head Start Evaluation and Research 1966-67, Section 6. Edward J. Cervenka. Arlington: ERIC, ED 019122, 1967, 238 pp., $0.93 microfiche, $18.32 papercopy.
Report on development of tests in Del Rio, Texas, to measure (1) competency in English, (2) competency in Spanish, and (3) socialization. Results of their use included.

177. Racial and Ethnic Bias in Test Construction. Final Report. Donald Ross Green. Arlington: ERIC, ED 056090, 1971, 104 pp., $0.93 microfiche, $12.16 papercopy.
Analysis of California Achievement Tests using seven subgroups: northern white suburban, northern black urban, southern white suburban, southern black rural, southern white rural, southwestern Mexican urban, southwestern Anglo-American suburban.

178. "Reliability of Test Scores for the Young Bilingual Disadvantaged." Richard D. Arnold. The Reading Teacher, (January 22, 1969), pp. 341-45.
Reports the internal consistency of two reading tests and one intelligence test administered to approximately 200 Mexican American children in grade three.

179. Sociocultural Factors in the Educational Evaluation of Black and Chicano Children. Jane R. Mercer. Arlington: ERIC, ED 062462, 1972, 16 pp., $0.93 microfiche, $1.68 papercopy.
Study of the use by schools of educable mentally retarded label on minority children.

180. Violations of Human and Civil Rights: Test and the Use of Tests. Report of the 10th National Conference on Civil and Human Rights in Education. Washington, D. C.: National Education Association, 1972, 32 pp. $1.00 (booklet). Multimedia program, Test and Uses of Tests, $43.45: 5 cassette tapes, starter questions, and conference report.
Copy and explanation of Students Hype Arranged for Teachers (SHAFT) test and resulting information, speeches of the conference, and statement by Bay Area Bilingual Education League.

Teachers

181. Flander's Analysis System of Interaction: What Is It? Jean Salas. Santa Fe: New Mexico State Department of Education, 1973, 15 pp.
"Method for teacher to study his teaching behavior in terms of behavioral objectives he establishes for himself."

182. Teachers of Middle School Mexican American Children: Indicators of Effectiveness and Implications for Teacher Education. Joe Lars Klingstedt. Arlington: ERIC, ED 059828, 1972, 47 pp., $0.93 microfiche, $3.53 papercopy.
A summary of research and related literature on the problem of identifying indicators of teacher effectiveness and includes: (1) traditional indicators of teacher effectiveness, (2) new trends in identifying indicators of teacher effectiveness, and (3) implications for teacher education in the form of a teacher education model.

Programs and Materials

183. Evaluation Guidelines for Multiracial/Multicultural Education. Arlington: National Study of School Evaluation, 1973, 64 pp., $5.00. Reduced rate on two or more copies.
Designed for voluntary optional use to evaluate the aspects of secondary school programs and operations which shape attitudes of students toward various cultures in the U.S.

184. Evaluation of the Influence of Educational Programs on Mexican-Americans. Herbert B. Wilson. Arlington: ERIC, ED 016561, 1968, 25 pp., $0.93 microfiche, $1.68 papercopy.
Explores the problems connected with the evaluation of the influence of educational programs by considering the objectives of formal school programs and the influence of informal education. A list of problems which are associated with successful evaluation practices is included.

185. Reviewing Instructional Materials for Cultural Relevancy. Josué M. González, editor. San Antonio: CANBBE 1972, 33 pp.
Includes an explanation of objectives and practicalities of SCDC/CANBBE's efforts to develop and field-test curriculum materials for cultural relevancy for Spanish-speaking Americans. Examples of reviews are included.

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